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AN INVESTIGATION OF UINTAH HIGH SCHOOL COOPERATIVE
EDUCATION STUDENTS' TECHNICAL JOB PERFORMANCE
AS VIEWED BY THEIR TRAINING SPONSORS

by

Cleo Jane Riding

A report submitted in partial fulfillment

of

MASTER OF SCIENCE

in

Business Education

UTAH STATE UNIVERSITY
Logan, Utah

1975

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Cleo Jane Riding

Cleo Jane Riding

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CHAPTER I

THE PROBLEM

Introduction

In 1906 cooperative education was established by Dean Herman Schneider of the University of Cincinnati. Since that time legislation has been passed, such as the Vocational Act of 1963 and the Amendments of 1968, which have played an important part in the adoption of cooperative office education programs in the schools. Prior to 1963 there were approximately 450 programs, and in 1969-70 there were approximately 2,321 programs operating.¹

Douglas, Blanford, and Anderson, in their book Teaching Business Subjects, state that "Cooperative education is a method of education that integrates learning experiences in the school with work experiences made available in some cooperating agency outside the school."² The student alternates periods in school with periods in business, a practice which gives the student an opportunity to use skills already learned in the classroom. Cooperative education holds promise for the next few years when secondary education will be called upon to train more young people for more diverse professions and occupations than at any previous time. A problem in education is to train for the needs of today and the future. These needs can be

¹Leroy Brendel and Herbert Yengel, Changing Methods of Teaching Business Subjects (National Business Education Yearbook, No. 10, Washington: National Business Education Association, 1972), p. 206.

²Lloyd V. Douglas, James T. Blanford, and Ruth T. Anderson, Teaching Business Subjects (New Jersey: Prentice-Hall, Inc., 1958), p. 441.

met by educators and businessmen working together in programs such as cooperative education. Cooperative education is not the only answer, but it strengthens classroom instruction with practice on the job. This plan requires the student's employment to be related to the instruction received in the classroom. For example, a secretarial student is placed in an office, instead of cooking in a hamburger stand. The job should be diversified enough that the student will have varied experiences. An ideal situation would be where the work increases in difficulty and responsibility as the student progresses in the related class.

The success of a cooperative program depends on the relationship between the school and the employers who participate in the program. Repeated assurance must be given to the employer by the student and teacher of the academic quality, the educational depth, the potential for vocational knowledge, and all the other positive elements which such a program can supply toward an understanding of the purposes of cooperative education. In the concept of cooperative education there is a meeting ground for educators and businessmen on which they can stand and work together with the sure knowledge that out of this unified effort can come an important contribution to the future well-being of their people. Rightly conceived and properly executed, the cooperative education approach is the basis for a partnership long overdue in education.³

³Charles F. Kettering, Highlights of the Conference on Cooperative Education and the Impending Educational Crisis (Thomas Alva Edison Foundation, 1957), p. 5.

The main goals and objectives of the high school cooperative education class include the following:

1. Work cooperatively with other people.
2. Apply different skills and attitudes learned in the classroom to actual work in the office at performance levels which are acceptable to business.
3. Demonstrate positive attitudes and habits of regular attendance and punctuality necessary to meet business standards.
4. Feel responsibility for work performed on the job.
5. Demonstrate neat appearance, positive attitudes, and personality traits.

The course content includes typewriting, record keeping, shorthand, office machines, filing, telephoning, dress and grooming, and human relations aspects.

Each student has one year in the related cooperative education class while working on-the-job training. The course content is designed to help the student in areas of deficiency.

Statement of the problem

This study is designed to determine whether Uintah High School cooperative education students are meeting technical job performance standards expected by training sponsors. Specific considerations will include the students' ability to:

- a. type correspondence, forms, and rough draft work.
- b. take dictation and produce mailable transcripts.
- c. perform record keeping functions such as, posting and balancing ledgers; making bank deposits, controlling petty cash funds, and making change.
- d. transcribe machine dictation.

- e. operate adding machines, calculators, and bookkeeping machines.
- f. operate three types of duplicating machines--spirit, offset, and stencil.
- g. file and retrieve information.
- h. perform telephone procedures.
- i. utilize basic data processing procedures.
- j. process mail.⁴

Importance of the study

The cooperative education students receive more business training at Uintah High School than any of the other business students. Before the students are enrolled they must have one year of typewriting, one year of shorthand, and one semester of business communications. It is important to get as much significant information as possible to determine whether they are meeting job requirements as perceived by future training sponsors.

It is the desire of the researcher to establish areas of strength and deficiency in order to improve future cooperative education student performance.

Development of task performance statements for office and business

⁴"Curriculum Renewal for Office Education", Development of Task Performance Statements for a New Office and Business Education Learning System, (NOBELS). The Center for Vocational and Technical Education: Ohio State University, Columbus, Ohio, 1972.

Harry Huffman and Dale D. Gust, Business Education for the Emerging Office. U.S. Department of Health, Education and Welfare: Office of Education, Bureau of Research. The Center for Vocational and Technical Education: Ohio State University, Columbus, Ohio, 1970.

Business and Office Occupations (MOE Simulation). Utah State Board of Education, 1972 revision.

education learning systems resulted from a study called "NOBELS," which is closely related to this study in that the researcher was trying to develop a list of technical office skills. "NOBELS" reinforced the idea that:

The office of today serves as an information processing center for management. The advent of office automation has created changes in information processing that have significant implications for the office worker. Many activities have been automated and new activities created which involve planning and decision making. While technological and scientific innovations have caused changes in the office, the basic instructional program intended to prepare persons for office occupations has remained virtually unchanged. New instruction is needed to prepare young people to meet current and emerging requirements of the office.⁵

This study will reflect the views of the employers as to whether the cooperative education program is meeting their needs. Also, it is the desire of the researcher that the study will serve as a basis for improving the instruction in the related cooperative education class.

Scope and Limitations of the study

The findings of this study are only applicable to cooperative education students at Uintah High School. The investigation was limited to assessment of training sponsors' points of view.

This is only an evaluation of how effective class instruction has been in the skills area. It does not include interpersonal aspects that were taught in the related class. It is not an evaluation of what the students learn on the job or their club

⁵A Taxonomy of Office Activities for Business and Office Education.
The Center for Vocational and Technical Education: Ohio State University, Columbus, Ohio, 1968, p. 3.

program, but rather it is a study to determine what the training sponsors feel is important to learn in the classroom over and above what the teacher feels is important.

All employers are from the Vernal area, except for one firm that has moved to Roosevelt, Utah. Because the Roosevelt firm has employed many girls through the cooperative education program, they are included in the survey.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

A review of literature has been made to determine what research is available which specifically relates to employers' perceptions concerning the relative importance of beginning cooperative education students' technical job performance skills. The researcher has not been able to locate any literature that has been published which specifies job performance skills desired by employers. However, there is literature reporting similar studies of various aspects of instruction needed in the office. For instance, Doris Berry states in her dissertation on General Office Training: "Over 500 articles and approximately 200 master's theses and doctoral dissertations were written from 1951 through 1961 on the topic of general office assignments and/or office practice instruction."⁶

All of the literature reviewed was concerned with graduating high school students, rather than with cooperative education students. The review of literature will include a survey of ideal office practice curricula completed by three different authors, and a survey of office workers and their managers to determine duties and responsibilities in the office.

The study done by Berry was concerned with office practice

⁶Doris A. Berry, "The Role of Office Practice Instruction in the Training for General Office Assignments," Doctoral Dissertation, Indiana University, Bloomington (1964), Delta Pi Epsilon Journal, February, 1965, Volume VII, 2:33-52.

instruction in the training for office assignments. Her research utilized businesses which had at least 100 employees and the public secondary schools. Berry was prompted to do this study because many employees who had not participated in office education at the high school level were doing as well in their jobs as those who had. This study was to provide a basis from which the high school could determine the necessary training needed for general office assignments.

Sixty-two companies participated in the study. In general, the data obtained in this study indicated that office practice instruction on the basis of its present concept should include the following, with appropriate modifications according to the local employing community needs:

- a continued acquaintance level of training in the area of communicating orally

- less emphasis on calculating machine instruction, with the possible exception of the ten-key listing machine

- less emphasis on duplicating skills, however, retaining an acquaintance with the typing of masters

- an acquaintance not a skill level of learning in the area of filing activities

- less emphasis on the handling of mail, perhaps an incidental learning level

- a continued acquaintance or skill level of training in the area of machine transcribing activities

- an acquaintance with key punch machine operation and the operation of related machines

- continued skill training in typewriting with more emphasis placed on accuracy

- a continued concentration on human relations and personal development throughout the course

- familiarity with employment procedures

a continued acquaintance with general clerical practices and procedures

familiarity with the principles, practices, and procedures of the modern business office with a basic knowledge of data processing methods and equipment.⁷

As a further suggestion, Berry felt instruction in previously acquired skills should be curtailed, and more time spent on basic principles of data processing and work simplification.

A study of the time period prior to 1951 was completed by Gertrude Miller, at Indiana University, which included a synthesis of research findings and thought pertaining to office practice instruction. The study was concerned mostly with reviewing literature published up to 1951, and articles of a non-research nature between 1940 and 1952. There were 221 research reports and 301 excerpts of professional writings made. Miller states: "Of the 221 research reports abstracted, 29 were primarily concerned with history and status; 30 vocational guidance; 65 plans and methods; and 97 subject content."⁸

Miller found that office instruction courses were many and varied. In these courses typewriting was the most common requirement.

The Miller study revealed that the office practice courses consisted of three main functions:

1. Preparation, which refreshes basic business knowledges and skills, develops new skills, and develops essential personal qualities;
2. Information, which provides for the acquaintance-ship of the student with the types and nature of office jobs available, as well as familiarization of

⁷Berry, Ibid.

⁸Gertrude Mary Miller, "A Synthesis of Research Findings and Thought Pertaining to Office Practice Instruction," Doctoral Dissertation, Indiana University, Bloomington (1961), National Business Education Quarterly, Volume 31:43-44.

the student with the methods by which business skills and knowledges may be applied to each type of job; and

3. Utilization, which provides the student with opportunities to apply business skills and knowledges acquired in school actual or simulated office work.⁹

Ward made a survey in Grand Forks, North Dakota, to determine clerical and secretarial office requirements as perceived by the employers. There were 25 firms from which data was collected by questionnaires and by personal interview. Compilation of the data revealed that:

- (a) Eleven male and 197 female secretarial and clerical office workers were employed in the 25 firms surveyed.
- (b) Of the 58 female employees possessing a shorthand dictation skill, 33 used shorthand on the job.
- (c) Ten employers stated that they would pay higher salaries to the office workers who possessed shorthand and dictation skill.
- (d) One hundred and eighty-five manual typewriters and 59 electric typewriters were used in the firms surveyed.
- (e) Most of the employers commented that the type-writing skill possessed by the office workers was adequate.
- (f) Major strengths of employees as reported by employers were willingness to learn and machine skills; weaknesses of employees were inability to spell and lack of job interest.¹⁰

The study indicated that the students were meeting the standards

⁹Miller, Ibid.

¹⁰Raymond A. Ward, "A Survey of Employers in Selected Business Firms in Grand Forks, North Dakota, to Determine the Office Requirements for Clerical and Secretarial Workers," M. Ed., The University of North Dakota, Grand Forks, (1962), National Business Education Quarterly, Volume 32:56.

set by the employers for typewriting skills. Also, the school was not putting enough emphasis on shorthand skills, spelling and job interest.

A study of the Vocational Office Training Program of Elbert County High School in Elberton, Georgia, for the years 1959-1961, was completed by Annie Price Siebert. She wanted to determine the effectiveness of the vocational office program in meeting the students' needs. This study involved sending out questionnaires to the high school graduates who participated in the program and personal interviews with the employers.

After the data were compiled it was revealed that both students and employers felt that additional training in business subjects would have been useful. Sixty-five percent of the students remained on the job where they had been placed during the vocational office program.

There was a difference of opinion in the following areas:

Student trainees rated their performance satisfactory in six principle job activities, while employers felt that additional training was needed in these areas prior to job placement.

Student trainees rated as adequate their instruction and performance in the use of 16 office machines, but employers felt that most trainees needed on-the-job office machines training.

Content during the senior year should include problems related to job tasks of student trainees.¹¹

Brenda Moscové made a survey of selected office workers and their office managers to determine differences of opinions concerning office workers' duties and responsibilities. She found that the employees' and their managers' opinions differed significantly

¹¹Annie Price Siebert, "A Study of the Vocational Office Training Program of Elbert County High School, Elberton University, Alabama (1963), National Business Education Quarterly, Volume 33:49-50, Fall, 1964.

with respect to:

1. the office workers' competencies in performing specific office duties,
2. the frequency and desirability of the office workers' decision-making opportunities,
3. the office workers' decision-making competencies,
4. the importance of specific decision-making traits to the office workers, and
5. the degree to which the office worker possess and exhibit these specific decision-making traits.

Insignificant differences of opinions were found in:

1. the specific duties involved in office work,
2. the frequency of specific machine-operating duties involved in office work,
3. the degree of competence with which office workers perform specific operating duties, and
4. the present and future trends for office workers.¹²

Warren Weber was interested in establishing priorities for the training of secretaries regarding skills, knowledges, and personal traits required for successful employment. His study which appeared in the Delta Pi Epsilon Journal, was entitled "Curriculum Priorities in Secretarial Education."¹³ He used a 60 item Q-sort, and his investigation involved 83 secretaries, 31 executives, and 22 vocational office education teachers. The Q-sort method was a useful and effective tool in measuring relative importance of skills, knowledges, and personal traits for the study..

¹²Brenda Jean Moscové, "A Survey of Selected Office Workers and Their Office Managers to Determine Differences of Opinions Concerning Office Worker's Duties and Responsibilities." Doctoral Dissertation, Oklahoma State University, Stillwater (1972), Business Education Forum, October 1973, Volume XXVIII, No. 1, p. 49.

¹³Warren C. Weber, "Curriculum Priorities in Secretarial Education," Delta Pi Epsilon Journal, October 1973, Volume XXII, 2:45-72.

Some of the major conclusions of the Weber study include the following:

Secretaries, executives, and secretarial teachers generally agreed on the items which were most and least important for secretarial success.

The secretaries, executives, and teachers agreed that personal qualities and traits were more important for secretarial success than either fundamental or specialized skills and knowledges.

Conclusions made regarding the differences among the groups in this study included:

- a. The teachers place relatively too little emphasis on the category of fundamental business understandings.
- b. The teachers place relatively too much emphasis on the category of typing, stenographic, and machines activities.
- c. The teachers place relatively too little importance on the following statements:
 1. A familiarity with the various functions of management and a knowledge of executive responsibilities
 2. An understanding of the implications of law in your work
 3. The need to continually update knowledge and keep up with the new developments, skills, and knowledges in business
 4. Organizing or establishing filing systems
 5. Acceptance of responsibility--relieving the executive of routine.
- d. The teachers place relatively too much importance on the following statements;
 1. Taking and transcribing dictation from shorthand or Stenotype
 2. Transcribing materials from transcribing machines.
 3. Preparing copy for duplication--typing stencils, liquid process masters (dittos), etc.

4. Setting up and typing tabulations
5. Obtaining materials from files, looking up names, addresses, etc.¹⁴

Weber felt that the size of the firm was not of relative importance in completing his study of priorities in secretarial education.

Articles reported in Prewitt's study were concerned with class objectives, subject content, and classroom facilities and layout. Lena Prewitt's study was similar, except that it covered the period from 1951 through 1959. She made abstracts of 124 research reports and 287 articles which were classified as follows:

1. History of office instruction
2. General characteristics of the office practice program
3. Objectives and subject content
4. Class organizational plans and teaching methods and aids
5. Classroom facilities and layout
6. Student selection and evaluation
7. Automation in the office¹⁵

The study revealed that more time should be spent on typing, filing, communication, and mail procedures in the office practice class.

¹⁴Weber, Ibid.

¹⁵Lena Voncille Burrell Prewitt, "A Comprehensive Analysis Classification, and Synthesis of Research Findings and Thought in the Area of Office Practice Instruction 1951-1959," Doctoral Dissertation, Indiana University, Bloomington (1961), Journal of Business Education, April 1962, Volume XXXVII, 7:294.

Summary

Because of the lack of literature available on cooperative education students, most of the dissertations, articles, and books reviewed have been related to graduating high school students. Since students in both areas are of about the same age, many of the findings can be applied interchangeably.

Other literature reviewed made it possible for the researcher to determine what technical skills were important for the students to learn before being placed in a business through the cooperative education program.

CHAPTER III

PROCEDURE

Introduction

This chapter on procedure is divided into five sections, each of which describes a method used in obtaining information necessary for this study.

- | | |
|-----------|--|
| Section 1 | The researcher obtained permission for the study, and obtained a list of employers' names, addresses, and telephone numbers. |
| Section 2 | The researcher developed a questionnaire based on data obtained during the review of related literature. |
| Section 3 | The researcher performed a pilot study with three selected employers. |
| Section 4 | The researcher interviewed employers selected for the study. |
| Section 5 | The researcher tabulated data of the study. |

Obtaining permission and employers' data

The researcher contacted the cooperative education teacher and principal of Uintah High School to obtain permission for the study. The cooperative education teacher was asked for a list of employers who had trained two or more students through the cooperative education program.

Developing a questionnaire

In order to conduct this study, it was necessary to develop a questionnaire to be used with the interview. Background for this was gained by reading related literature and considering whether similar studies had been done.

In the review of literature, technical job performance skills were found that needed to be taught in the office practice class. The office practice class is similar to the cooperative education related class. Primary information for the questionnaire was obtained from a review of Development of Task Performance Statements for a New Office and Business Education Learning System,¹⁶ Business Education for the Emerging Office,¹⁷ and Business and Office Occupations.¹⁸ After the review of literature was completed the major technical job performance skills were listed on the questionnaire.

Pilot study

Preliminary to the investigation of the employers concerning the relative importance of beginning cooperative education students' technical job performance skills, a pilot study was completed. Three employers who were not participating in the study were presented

¹⁶"Curriculum Renewal for Office Education", Development of Task Performance Statements for a New Office and Business Education Learning System, (NOBELS). The Center for Vocational and Technical Education: Ohio State University, Columbus, Ohio, 1972.

¹⁷Harry Huffman and Dale D. Gust, Business Education for the Emerging Office. U. S. Dept. of Health, Education and Welfare: Office of Education, Bureau of Research. The Center for Vocational and Technical Education: Ohio State University, Columbus, Ohio, 1970.

¹⁸Business and Office Occupations (MOE Simulation). Utah State Board of Education, 1972 revision.

the questionnaire in order to perceive whether the document covered areas they thought valid. This was also done to determine whether the researcher was getting the kind of responses desired. The three employers had hired cooperative students in the past, but were not presently active in the program. The selection of these employers was done randomly by putting all names of such individuals in a hat and selecting three.

Interviewing procedures

The 24 employers participating in the cooperative education program were contacted by telephone to set up appointments for personal interviews.

In order that the questionnaire would be used uniformly by all involved, each employer was given a brief explanation about its form and content. Also, the interviewer indicated that the cooperative education teacher from Uintah High School had given his permission for the study, and that the results would be kept confidential.

After explaining the questionnaire to the employer, the researcher had him complete the questionnaire before discussing any phase of the program. At the conclusion of the interview, the employer was asked if he felt there were additional deficiencies in technical skills not listed on the questionnaire.

The researcher then thanked the employer for his time, and made arrangements to send the employer results of the study. The researcher was as objective as possible during the interview.

Tabulating data

The information on the questionnaire was tabulated to determine which areas of study the employer perceived needed more emphasis before placing the cooperative education student on the job.

The technical job performance skills were subgrouped under major headings. For instance, typewriting includes the following:

1. correspondence (letters and memos), forms,
rough draft work
2. composing at the machine
3. proofreading

Even though the skills were subgrouped, each category was tabulated in figures and percentages for easier interpretation. The findings were calculated by using the number of employers responding.

An interpretation of the data is shown in the next chapter, entitled "Findings".

CHAPTER IV

THE FINDINGS

The questionnaire responses were the basis for the findings of this study. All questionnaires were tabulated and reported by number and percentage for easier interpretation. In reporting the data each training sponsor represented five percent of the total population. These findings were tabulated under the following subheadings:

- (1) Typewriting
- (2) Shorthand
- (3) Record keeping
- (4) Machine transcription
- (5) Machine operation
- (6) Duplicating
- (7) Filing
- (8) Telephone procedures
- (9) Data processing
- (10) Mail processing
- (11) Other technical skills not listed
- (12) Additional comments

Each table was listed with a brief summary of the data recorded on the table.

One training sponsor felt additional training was needed in typing correspondence; however, eighteen sponsors felt the trainees performed adequately or better. One sponsor did not use trainees for typing correspondence.

While composing at the machine five trainees lacked proficiency. Ten sponsors indicated that trainees were performing adequately or better. Five sponsors do not provide work in composing.

Five training sponsors felt the trainees were incompetent or lacked proficiency in proofreading. Thirteen indicated the trainees performed adequately or better. One employer did not require the trainee to proofread.

Table 1. Training sponsors' views on technical job performance skills related to typewriting

Typewriting Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
Typing correspondence (letters and memos), forms, rough draft work			1	5	15	75	3	15	1	5
Composing at the machine			5	25	9	45	1	5	5	25
Proofreading	1	5	4	20	10	50	3	15	1	5

One training sponsor felt trainees lacked proficiency in taking office dictation, whereas seven sponsors felt the trainee performed adequately or better. Twelve training sponsors do not give dictation to the trainee.

Table 2. Training sponsors' views on technical job performance skills related to shorthand

Shorthand Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
Taking dictation			1	5	5	25	2	10	12	60

Two training sponsors felt the trainees were incompetent or lacked proficiency in posting and balancing ledgers. Five sponsors rated the trainees as performing adequately, and twelve do not use trainees for this task.

One training sponsor felt trainees lacked proficiency in preparing bank deposits, managing petty cash funds, and making change; however, six sponsors felt trainees performed adequately. Fourteen sponsors did not assign work in this activity.

Table 3. Training sponsors' views on technical job performance skills related to bookkeeping

Bookkeeping Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
Posting and balancing ledgers	1	5	1	5	6	30			12	60
Preparing bank deposits, managing petty cash funds, making change			1	5	5	25			14	70

Eight training sponsors indicated the trainees were adequately trained on the operation of the dictating machine. Twelve training sponsors did not provide training in this area.

Table 4. Training sponsors' views on technical job performance skills related to machine transcription

Machine Transcription Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
Machine operation					6	30	2	10	12	60

All sponsors who indicated that trainees were using adding machines, calculators, and bookkeeping machines felt trainees were doing adequate work or better. Two sponsors did not require trainees to use these machines.

Table 5. Training sponsors' views on technical job performance skills related to machine operation

Machine Operation Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
Using adding machines, operating calculators, manipulating bookkeeping machines					13	65	5	25	2	10

One training sponsor felt trainees were incompetent in preparing masters; otherwise, eight sponsors indicated their performance was adequate or better. Twelve sponsors had other personnel prepare masters and operate the spirit, offset, and stencil equipment.

Table 6. Training sponsors' views on technical job performance skills related to duplicating

Duplicating Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
----- Preparing masters			1	5	6	30	2	10	11	55
Operating spirit, offset, stencil equipment			1	5	6	30	2	10	11	55

Four training sponsors felt trainees were incompetent or lacked proficiency in filing and retrieving information. Fourteen specified trainees performed adequately or better. Two sponsors did not provide an opportunity for trainees to participate.

Table 7. Training sponsors' views on technical job performance skills related to filing

Filing Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
Filing and retrieving information	1	5	3	15	11	55	3	15	2	10

All training sponsors were positive in comments made in answering telephones and delivering messages, except two who do not use trainees for this purpose.

Table 8. Training sponsors' views on technical job performance skills related to telephone procedures

Telephone Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%

Answering telephone, delivering messages					12	60	6	30	2	10

Fifteen training sponsors do not have facilities for the trainees to do data processing on the job. Five sponsors indicated the trainees were performing adequately or better.

Table 9. Training sponsors' views on technical job performance skills related to data processing

Data Processing Tasks	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%

Preparing information for common language cards or tapes					2	10	3	15	15	75

All training sponsors indicated trainees had sufficient training in receiving incoming mail and preparing outgoing mail, except two who do not use trainees to perform this operation.

Table 10. Training sponsors' views on technical job performance skills related to mail processing

Mail Processing Tasks		Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
		No.	%	No.	%	No.	%	No.	%	No.	%
Receiving incoming mail preparing outgoing mail						16	65	5	25	2	10

This item was designed to elicit comments that might not have been included otherwise. Two training sponsors felt trainees needed additional work in spelling and English composition. Only one firm provided training on the cash register.

Table 11. Training sponsors' views on technical job performance skills in other technical skills not listed on questionnaire

Other Technical Skills Not Listed	Incompetent		Lacking Proficiency		Performs Adequately		Exceptionally Proficient		Not Applicable	
	No.	%	No.	%	No.	%	No.	%	No.	%
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Spelling	2	10								
English composition	1	5								
Cash register					1	5				

The training sponsor was asked to list any additional comments that might be helpful to the cooperative education program. Four sponsors responded as follows :

- Students should be cooperative and eager to learn.
- Students need closer communication with training sponsors.
- Students should come to learn, instead of taking over present employee's job.
- Students are not always mature enough for the job.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It has been the purpose of this study to determine whether Uintah High School cooperative education students are meeting technical job performance standards expected by training sponsors.

The subjects of this study were students who were placed on jobs from previous cooperative education programs taught at Uintah High School. Training sponsor's names were obtained from the cooperative education director to be used in the survey by the researcher. A personal contact was made with twenty-four businesses, of which twenty provided data for the survey. Three were used for the pilot study, and one was not appropriate. The three used for the pilot study did not differ in responses made by training sponsors, but were not compiled because each firm had only employed one trainee. The study was completed utilizing firms which had employed two or more trainees.

After the interviews were conducted the researcher tabulated the responses under each category surveyed. The data gathered were converted to percentage and displayed under chapter IV of this study.

Conclusions

It is the interpretation of the researcher that Uintah High School cooperative education students are meeting technical job performance standards expected by training sponsors in typewriting,

machine transcription, machine operation, telephone, data processing, and mail processing. The areas not meeting technical job performance standards are composing at the machine, proofreading, and filing. Five percent of the population felt that the trainees needed additional training in record keeping, shorthand, duplicating, spelling, and English composition.

Recommendations

From the findings, the program could be improved by spending more time and training in record keeping, shorthand, duplicating, spelling, and English composition.

Seventy five percent of the businesses interviewed do not provide the trainee an opportunity to work in data processing because the student has not been previously trained. Perhaps a program could be instituted where the student could get training in this area by combining classroom activities with another program in the school. There is a demand for training in the area because many of the businesses training cooperative education students are buying time on a computer.

This study has determined which technical job performance skills are not being met by the students in the cooperative education program at Uintah High School. It is the researcher's recommendation that the data gathered from the training sponsors be evaluated by the cooperative education teacher when planning for the teaching of the next program.

Also, a study could be made on the human relations aspect of the cooperative education program as this study did not include a survey

of this element. Both technical skills and human relations performance are taught in the high school cooperative education class.

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BIBLIOGRAPHY

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APPENDIX

PARTICIPATING FIRMS

Mr. Stewart Ashton Ashton Brothers Company	25 West Main Box "W"	789-0330
Mr. Stan Anderson Basin Loans	74 East Main Box 550	789-2123
Mr. Alvin Bowden Bowden Oil Company	East Highway 40 Box 108	789-2581
Mr. Deb Casada D. E. Casada Construction Co.	East Highway 40 Box "K"	789-1020
Mr. Hugh Colton Colton & Hammond	55 East Main	789-1664
Mr. Dwight Wetenkamp Chamber of Commerce	Hotel Vernal Building 120 East Main	789-1352
Mr. Bill Kremin Employment Security Office	780 West Main	789-1211
Mr. Bill Gibson First Security Bank of Utah, N.A.	3 East Main Box 730	789-3141
Mr. Larry Larsen Lawrence B. Larsen Co.	50 East Main Box 446	789-0691
Mr. Gayle McKeachanie Attorney at Law	64 East Main	789-4908
Mr. Merrill Millett Moon Lake Electric	Box 278	722-2448
Dr. Lynn Nelson Chiropractor	Professional Plaza 185 North Vernal Avenue	789-4483
Mr. Doyle Huber Service Insurance	64 East Main Box 728	789-1121
Mr. Lawrence Fox Standard Saddle Tree Company	449 East 1st South Box 367	789-2346
Mr. Ken Sowards Superior Tire Company	280 North Vernal Avenue Box 1198	789-1447
Mr. Ashel Evans Uintah School District	209 South 1st West Box 668	789-0020

Mrs. Billie Hodgkinson U. S. Dept. of Wildlife Resources	64 East Main	789-0351
Mr. Vaughn Francis U. S. Dept. of Forest Service	437 East Main Box "G"	789-1181
Mr. Glade Sowards Utah Colorado LP Gas	350 North Vernal Avenue Box 329	789-3488
Mr. Lawrence Ball Utah Gas Service	85 North Vernal Avenue Box 448	789-2011
Mr. Henry Millecam Utah Motor Company	250 East Main Box 520	789-0454
Mr. Jack Wallis Vernal Express	54 North Vernal Avenue Box 1010	789-3511
Mr. Jack Kier Weiss Trucking	East Highway 40 Box "O"	789-3496
Mr. LaMar Hawkins Western Living	West Highway 40	789-0525

Training Sponsors Views of Student Job Performance

We are asking you to rate the cooperative education students placed in your business firm. Specifically to what degree are they able to perform the following skills when compared to recent high school graduates you may have employed. All responses will be kept confidential.

Place a check (✓) mark in the box opposite each technical job performance skill being evaluated, using the scale incompetent, lacking proficiency, performs adequately, exceptionally proficient and not applicable.

Example: Inter-personal relationships

- | | Incompetent | Lacking proficiency | Performs adequately | Exceptionally proficient | Not applicable |
|--|-------------|---------------------|---------------------|--------------------------|----------------|
| Example: Inter-personal relationships | | | | | X |
| 1. Typewriting. typing correspondence (letters and memos), forms, rough draft work. | | | | | |
| composing at the machine. | | | | | |
| proofreading | | | | | |
| 2. Shorthand. taking office style dictation | | | | | |
| 3. Recordkeeping. posting and balancing ledgers | | | | | |
| preparing bank deposits, managing petty cash funds, making change. | | | | | |
| 4. Machine Transcription. operating machine | | | | | |
| 5. Machine Operation. using adding machines, operating calculators, manipulating bookkeeping machines. | | | | | |
| 6. Duplicating. preparing masters | | | | | |
| operating spirit, offset, stencil equipment | | | | | |
| 7. Filing filing and retrieving information | | | | | |
| 8. Telephone. answering telephone, delivering messages. | | | | | |
| 9. Data Processing. preparing materials | | | | | |
| 10. Mail Processing. receiving incoming mail, preparing outgoing mail | | | | | |

11. Other Technical Skills not Listed.

12. Any additional comments that you feel may be helpful to the cooperative education program.

VITA

Cleo Jane Riding

Candidate for the Degree of

Master of Science in Business Education

Plan B Report: An Investigation of Uintah High School Cooperative Education Students' Technical Job Performance as Viewed by their Training Sponsors

Major Field: Business Education

Biographical
Information: Personal Data

Born at Altonah, Utah, in Duchesne County, on March 3, 1938, daughter of William E. Clark and Cleo Maxine Anderson. Married Frederick Leon Riding on March 2, 1957. Children--Shane Leon Riding (16), DeeAnn Riding (13), and Denise Cleo Riding (10).

Education

Attended elementary school at Altonah, Utah; secondary at Altamont, Utah. Graduated from Altamont High School in May, 1956. Received the Bachelor of Science degree from Utah State University in 1971, with a composite major in Business Education. Completed requirements for the Master of Science degree at Utah State University in June, 1975.

A member of Phi Kappa Phi and Delta Pi Epsilon honorary fraternity. Graduated magna cum laude with a Bachelor of Science degree, and cum laude with a Master of Science degree.